

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with the National Association of Secondary School Principals ♦ Member National Federation of State High School Associations ♦ Member National Middle School Association

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MARCH 2000

CAS GATHERS DATA ON BLOCK SCHEDULING IN CONNECTICUT HIGH SCHOOLS

By Tom Galvin, Assistant Executive Director

In response to many inquiries relative to the status of block scheduling in Connecticut high schools, CAS recently surveyed its high school membership to obtain a more accurate picture of the current status of this relatively new use of school time. Although definitions and rationale were not part of the survey, block scheduling can be defined as a re-creation of the school day schedule to provide longer blocks of instructional time with the rationale that this longer time will allow more in-depth, student-involved learning activities. Some believe that the reduction in passing times improves general order in the school. Needless to say, there are many points of view about block scheduling; and this was clearly confirmed by the results of the survey.

Of the 144 member high schools which responded, 102 either have or have had block scheduling or a modified version thereof (some form of extended time periods), or are studying the issue. Twenty-eight schools have fully implemented a block schedule; 34 schools have some form of a modified block or extended period schedule; and, 40 are studying or have studied alternative scheduling.

For more information, contact the individual schools. Some samples of bell schedules are available at CAS.

Block schedules in place in CT high schools:

4x4

Bridgeport-Bassick
Bridgeport-Kolbe Cathedral
Hamden-Sacred Heart
Higganun-Haddam-Killingworth
Guilford (some single periods)

4x4 Alt Sem

Deep River-Valley Reg.
East Haven (will modify in 00-01)
Groton
Ledyard
Litchfield
Tolland
Waterbury-Ancestors
Woodstock (some alt.day)

Trimester 5/5/5

Putnam

4x4 AB

Bristol Central
Bristol Eastern
Durham-Coginchaug
East Lyme
Hartford- Sports Sciences
New London
North Haven
Stonington
Suffield
Rockville
Waterbury-Holy Cross
Waterford
Watertown

3.5x3.5

Windsor Locks (some singles)

continued on page 5

CAS•EMSPAC•SDE SPONSOR MENTORING PROGRAM

Thanks to a collaborative effort by CAS, The Elementary and Middle School Principals Association of Connecticut (EMSPAC), and The State Department of Education (SDE), new principals and assistant principals have the opportunity to benefit from the knowledge and experience of veteran administrators. In its second year, the Connecticut School Administrator Mentor Project pairs a new principal or assistant principal, the "mentee," with a veteran administrator, the "mentor." The project is designed to enhance the quality of school leadership by preparing experienced administrators to provide guidance and support to new administrators.

Thirty-two administrators participated in the New Principal and Assistant Principal Mid-Year Meeting at the Hawthorne Inn on February 3rd. Mentors and mentees engaged in discussions on such critical topics as budget building, teacher observations/evaluations, change, time management, and CMT testing.

The Connecticut School Administrator Mentor Project is supported by funds from the State Department of Education.



CT Principals' Center Director Tim Doyle welcomes mentors and mentees at the mid-year meeting.

“First and foremost, we need a 21st century revolution in education, guided by our faith that every child can learn. Because education is more than ever the key to our children's future, we must make sure all our children have that key. That means quality preschool and after-school, the best trained teachers in every classroom, and college opportunities for all our children.”

President Clinton's State of the Union Address, January 27, 2000

connecticut news & notes

CT ranks:

- 1st in the nation on per capita income
 - 2nd on the proportion of the workforce employed in managerial, professional, and technical positions
 - 8th in the educational level of its workforce
 - 19th on the proportion of population that has Internet access
 - 42nd in technology infusion in our K-12 schools.
- (Source: State New Economy Index, 1999)

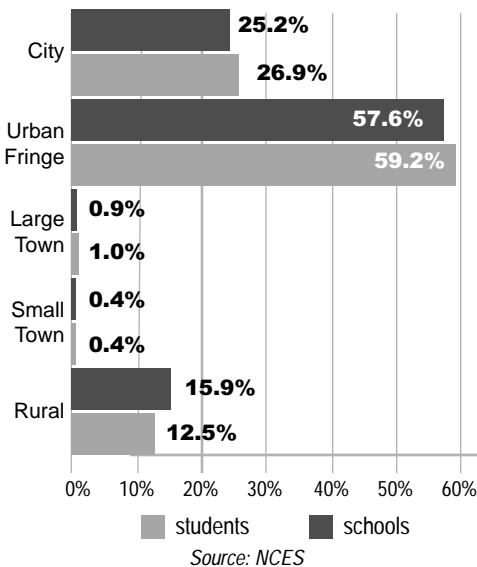
■ Bassick High School's Nickola Hines and Portland High School's Donald Snyder were selected as the state winners of the 2000 Wendy's High School Heisman Award. The national awards program recognizes two seniors (one male and one female) from each state for scholarship, citizenship, and athletic ability. Twelve national finalists and two national winners are selected from among the state winners. 12,000 students were nominated for this year's award. For more information about this award program, visit http://www.nassp.org/scholarships/aw_wendys.htm.

reminder....

The 48th Annual Meeting
of the CT Association of Schools

June 8, 2000
Hawthorne Inn, Berlin

Distribution of CT public schools and students by type of locale



BIRTH CONDITIONS IN CONNECTICUT

	Percentage	CT's Ranking among the 50 states
Percent of total births to women under age 20	8.3%	4th
Percent of teen births to women who were already mothers	20%	23rd
Percent of total births to unmarried women	32.7%	29th
Percent of total births to mothers with less than 12 years of education	11.3%	6th
Percent of total births to mothers receiving late or no prenatal care	1.9%	4th
Percent of total births to mothers who smoked during pregnancy	9.7%	6th
Percent low-birthweight babies (less than 5.5 pounds)	7.3%	21st
Healthy Birth Index	73.7%	2nd

(Source: *The Right Start: Conditions of Babies and Their Families in America's Largest Cities*, by Kids Count <http://www.aecf.org/kidscount/rightstart/index.htm>)

CT Students Show Spirit of Community

Congratulations to Monica Pasternak of Wilton and Christi Lockwood of Waterbury, Connecticut's winners of the 2000 Prudential Spirit of the Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism.



■ Monica, a junior at Weston High School, is co-founder of the "Kids' Council," a local kids volunteer group based at the Connecticut headquarters of Save The Children, Inc. After seeing the plight of needy children in countries like Ecuador, Egypt and Peru, Monica wanted to find a way to improve the lives of disadvantaged children worldwide. "Kids' Council" began as a satellite of Save The Children, Inc., working with staff members there to learn about specific ways of giving both physical and moral support to children in crisis. Council members decided to contribute any money they raised to one local and one international project each year. In October of 1998 the "Kids Council" organized a family festival complete with music, dancing, roaming performers, interactive talent, games and cultural exchanges. The event raised \$250,000, which was sent to help children in Bridgeport, Conn., Mexico and Kosovo. The following year, the festival raised more than \$300,000 for after-school programs at the Bridgeport Community Center and Mississippi River Delta projects, and for a nutrition and maternal/child Advocacy Program sponsored in collaboration with UNICEF and the Vietnamese Ministry of Health. "Our goal is to positively impact the lives of children who clearly are the world's future parents, educators, scientists, journalists, voters, and business, government or nonprofit leaders," said Monica.

■ Christi, an eighth-grade student at St. Lucy School in Waterbury, leads the "HELP Club" (Helping Every Living Person), a youth-oriented community service organization she founded when she was just nine years old. "Ever since I was a small child, I have been taught to share whatever I have," said Christi. After witnessing many people throughout her community who were in dire need of assistance, Christi recruited a small group of friends to undertake volunteer projects. For several years the fledgling club struggled to grow, but Christi refused to be discouraged, continuing her efforts to help others both on her own and with the support of her family. In 1998 she found a faculty sponsor, and her HELP Club took off. More than 100 members now participate in a large variety of local and national community service projects, which range from planting gardens to collecting recyclable soda tabs for Ronald McDonald House. "I wish there were a way to spread the word to other young people that helping others is so great! Helping others is the most freeing, uplifting experience one can ever encounter," said Christi.

Nearly 20,000 high school and middle-level students were considered for awards this year. The awards program, now in its fifth year, is sponsored by The Prudential Insurance Company of America in partnership with the National Association of Secondary School Principals. For more information about this award program, visit http://www.nassp.org/scholarships/aw_prudential.htm

national news & notes

■ According to a study released in January by the Higher Education Research Institute at the University of California, more of last fall's incoming college freshmen expressed interest in teaching careers than at any other time in the past 30 years. Nearly 16 percent of freshman women and 6 percent of their male classmates said they were considering teaching either elementary or secondary education when they graduate. But interest in teaching remains far below the peak levels of 1968, when 38 percent of women and 13 percent of men said they planned to become educators, the report says. The study polled 261,217 students at 462 two- and four-year colleges and universities.

■ The Council on Standards for International Educational Travel has published a new resource guide for high schools. Administering Youth Exchange: The U.S. High Schools' Guide on International Student Exchange contains information to assist school personnel in the development or refinement of school policies regarding exchange. All CSIET members will receive a free copy of the booklet. Non-members can obtain a copy by calling (703)739-9050 (cost: \$15 per copy).

■ According to a long-term study, career academies don't necessarily raise students' test scores, but they do help at-risk youths stay in school. Thirty-two percent of the "high risk" students in the study who did not attend a career academy dropped out of high school, compared with 21 percent of career academy students. And 40 percent of the academy students in the high-risk category earned enough credits to meet their school districts' graduation requirements by the end of 12th grade, compared with just 25 percent of nonacademy students. For students in the study identified as having a low risk of dropping out, the career academies increased the likelihood they would graduate on time. Career academies seemed to have no effect on students' standardized test scores, however. Career academies—a 30-year-old model now in more than 1,500 high schools nationwide—are a way of breaking down large, comprehensive schools into smaller "learning communities" that offer a combination of academic and vocational curricula. The report, Career Academies: Impacts on Students' Engagement and Performance in High School, is available online at <http://www.mdrc.org/Reports2000/CareerAcademies/CA-ExSum-2-4-00.htm>.

■ The U.S. Department of Education will be awarding \$45 million in grants to help districts restructure large high schools into smaller

learning communities. According to Patricia McNeil, the department's assistant secretary for vocational and adult education, the program's goal is to create learning communities of no more than 600 students. Among the benefits of smaller schools are an improved school climate, higher attendance rates, less violence, greater individualized attention for students, and higher achievement, according to Ms. McNeil. Though the Education Department is still writing the guidelines for how the small-schools program will work, Ms. McNeil said it would be flexible, allowing different approaches to creating smaller learning communities. While no final decisions have been made about the size of the competitive grants, the amounts would likely range from \$25,000 to \$50,000 for planning grants and \$250,000 to \$500,000 for implementation grants. The department hopes to have applications available by April and to issue grants by August or September.

■ A study by the U.S. Centers for Disease Control and Prevention reveals that teenage gay and bisexual boys are risking their lives by ignoring safe sex practices. More than 40% of the 3,500 boys studied said that they had engaged in unprotected anal sex within the previous six months, and more than one-third did not know their HIV status. Nearly half of those who had not been tested believed they were at low risk for HIV. Researchers offered HIV testing to those participating in the study; 7% were found to be infected with the virus. HIV is no longer perceived as a death sentence by young men who are just now becoming sex-

New Studies Focus on Alcohol and Teenagers

- According to a new report from the National Center on Addiction and Substance Abuse, teens who drink are seven times more likely to have sexual intercourse than those who don't. The study illustrates the close and often dangerous connections between alcohol/drug use and sex, and focuses on how these connections can hold life-threatening consequences for teenagers — e.g., STD's, and prostitution. To view the report, which offers prevention strategies for parents and schools, click on the "publications" link at www.casacolumbia.org.
- A new study by Drug Strategies finds that among the nation's 113 million drinkers, 10 million are underage; that risk of alcohol dependence decreases each year that drinking is postponed; that teenagers are not well-informed about the effects of alcohol; that young people find alcohol easily accessible, and that parents grossly underestimate teenage drinking. The report can be accessed at www.drugstrategies.org.

ually active, and this is the likely reason why many are not being tested and not taking precautions. A free copy of the study can be obtained by calling (301)816-8747.

■ Contrary to the popular image, teenagers in rural and small-town America are much more likely than their urban peers to have used drugs concludes a recent study. The report, "No Place to Hide," by the National Center on Addiction and Substance Abuse at Columbia University, says that 8th graders in rural areas are 104 percent more likely than those in big cities to pop amphetamines, and 50 percent more likely to smoke or sniff cocaine. The study also found that 8th graders living in rural areas were 83 percent more likely to use crack cocaine, 34 percent more likely to smoke marijuana, and 29 percent more likely to drink alcohol. The rate of use for 10th graders in rural areas exceeded that of sophomores in large urban areas for every drug except marijuana and the so-called designer drug Ecstasy, according to the study. High school seniors in rural areas used more powdered cocaine, crack, amphetamines, inhalants, and alcohol than 12th graders in large urban areas. The study is based on analyses of previously unreleased substance-abuse research, state statistics and studies, and interviews with local law-enforcement officials. To view the report, click on the "publications" link at www.casacolumbia.org.

Remedies for Violence: A new report from the Milton S. Eisenhower Foundation, "To Establish Justice, To Insure Domestic Tranquility," suggests that measures such as boot camps for youthful offenders, "zero tolerance" policies, construction of more prisons, and programs for high school dropouts under the federal Job Training Partnership Act don't work. What does work — through improving educational performance, developing young people in positive directions, reducing drug involvement, and enhancing employability, it says—are the Head Start preschool program, "safe havens" for children after school, and full-service community schools in which nonprofit organizations are partners with individual inner-city schools. To view the report, visit <http://www.eisenhowerfoundation.org/fractions/publications.html>.

...more national news & notes

■ A recent report from the American Association of State Colleges and Universities shows that state merit-based scholarship programs widen the gap between rich and poor by wasting precious funds on students from middle- and upper-income families who could pay for college with their own money. Such aid, which rewards achievement rather than financial need, is also unfair because it fails to note that students from poor families must overcome greater hurdles to perform well in school, according to the report released in January. *State Student Financial Aid: Tough Choices and Trade-Offs for a New Generation* is available on-line at www.aascu.org/analysis/perspectives.pdf.

■ Children in low-income families own roughly 10 times fewer books than children in middle-income families. In fact, 61% of low-income families have no children's books at all in their homes. An analysis of nearly 100,000 school-children found that access to printed materials — not poverty — is the "critical variable affecting reading acquisition."

■ Sen. Edward M. Kennedy of Massachusetts has proposed a 'Book Stamps' program — modeled after the federal food stamp program — to promote early literacy among low-income families with small children. While details of the proposal were still being worked out, the basic idea was for low-income families to receive

Corporal Punishment in U.S. Public Schools

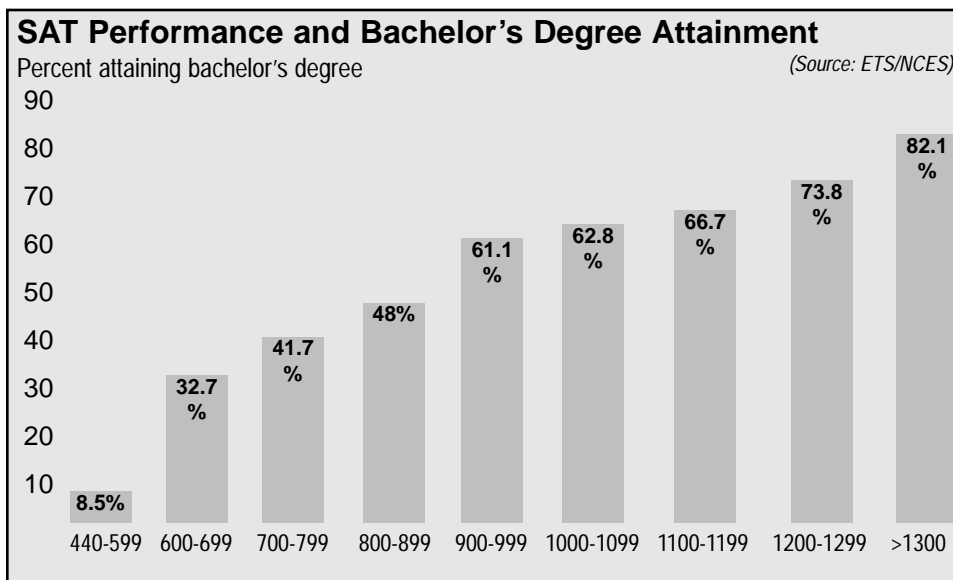
In the U.S. as a whole, 457,754 students were subjected to corporal punishment. This is 1.0% of the total U.S. public school enrollment of 45,550,555 students. Twenty-seven states — including CT — and the District of Columbia now have prohibited all corporal punishment in public schools. The 10 worst states, by percentage, of students struck by educators:

Rank	State	Percentage
1	Mississippi	12.4
2	Arkansas	10.8
3	Alabama	6.3
4	Tennessee	4.7
5	Texas	3.1
6	Georgia	2.8
7	Oklahoma	2.7
8	Louisiana	2.6
9	Missouri	1.4
10	South Carolina	1.1

(Source: U.S. Department of Education/Statistics compiled by the National Coalition to Abolish Corporal Punishment in Schools)

Region	Total 4-Year Colleges	EARLY DECISION			EARLY ACTION		
		Total w/ED	Public	Private	Total w/EA	Public	Private
New England	158	53	4	49	39	10	29
Middle States	393	106	28	78	58	18	40
South	374	52	7	45	44	16	28
Midwest	485	36	2	34	41	11	30
Southwest	123	6	0	6	11	3	8
West	235	23	4	19	37	11	26
Foreign	21	1	0	1	1	0	1
Total	1,789	277	45	232	231	69	162

According to the College Board Annual Survey of Colleges 1999-2000, 460 four-year colleges and universities (26%) offer some form of early application program such as early decision or early action.



Book Stamps that they could redeem at bookstores, book fairs, and elsewhere to purchase books for their children age 5 or younger.

■ Writing a grant proposal? Feeling daunted? Look for help at the online grant writing seminar provided by Lucent Technologies, Inc. The "seminar" offers detailed explanations and examples of all steps in the grant-writing process. Visit www.wavelan.com/education/pdfs/grantwriting.pdf to learn the eight steps to successful grant proposals.

■ North Carolina students may find new motivation for controlling their tempers in school and obeying the rules. The state school board approved guidelines last month for a new law that will require public and private school principals to ask the state department of motor vehicles to suspend students' driving privileges for some violent offenses. The "Lose Control, Lose Your License" statute approved by the legislature

last year takes effect July 1. The punishment would affect students who are suspended from school for 10 days or more for a number of violations generally pertaining to fighting or possessing drugs or a weapon on school grounds. Students could have their licenses reactivated after six months if their conduct improved, or, in the case of drug or alcohol offenses, they completed a treatment program.

■ Of all 2.3 million high school graduates in 1992...
 • Only 1.5 million (66%) had aspired to a Bachelor's degree.
 • 1.3 million (56%) had the minimum academic preparation needed for college.
 • 1.2 million (52%) took the SAT or ACT.
 • 1.1 million (47%) applied to a 4-year institution.
 • And, by 1994, only 0.9 million (40%) had enrolled in a 4-year institution.
 (Source: National Center for Education Statistics, *Confronting the Odds* (1997))

legal news & notes

■ The Connecticut Appellate Court upheld a Superior Court ruling which rejected legal claims by three West Haven parents who charged that use of a controversial social curriculum at Alma E. Pagels School amounted to educational malpractice. In a suit against the West Haven Board of Education, the parents claimed that use of the Responsive Classroom curriculum jeopardized their children's education by emphasizing social skills over education. The superior court judge ruled that the state does not recognize claims of educational malpractice. The decision by the Appellate Court noted that tort principles are difficult, if not impossible, to apply in the academic environment and would require the courts to define what constitutes a reasonable educational program. The court did refer the case back to the trial court for a decision on the plaintiffs' claim of intentional infliction of emotional distress.

NOTICE:

NASSP will no longer be printing its annual list of approved contests and activities but will instead post the list on its website. To read and/or print the 1999-2000 list of approved contests and activities, visit the NASSP website at www.nassp.org, click on PUBLICATIONS, then click on CONTESTS & ACTIVITIES. Or, call Tom Galvin at the Central Office (203-250-1111) to obtain a copy by mail.

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THE BULLETIN

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Block Schedules, continued

• Modified or Alternative Schedules:

- Modified Block:* Coventry, Falls Village-Housatonic, New Haven-Hillhouse, and the Norwich Free Academy
- One Ext. Per Day:* Ansonia, Burlington-Lewis Mills, East Haddam-Nathan Hale (studying block), and Wallingford-Lyman & Sheehan (both studying full block)
- One Ext. Per Cycle:* Avon, Chaplin-Parish Hill, Lebanon-Lyman Memorial, Portland, Trumbull-St.Joseph, Weston, and Wolcott
- Longer Periods Each Day:* Cromwell (canceled block), Greenwich, New Fairfield, and Bristol-St. Paul
- Some Block or Ext. Period Days Per Week:* Berlin, New Haven-Hillhouse, Old Saybrook, South Windsor
- Ext. Periods 2x week:* Bridgeport-Harding, and Granby Memorial
- Mod. Schedule:* Torrington-Wolcott RVTS
- Some Extended Periods:* East Hartford, Enfield-Fermi, Norwalk (rejected block), Shelton, Southbury-Pomperaug, Waterbury-Wilby, and Wilton
- Six Day Cycle:* Bridgeport-Central

• Alternative Schedules Under Study:

Bloomfield, Branford, Canton, Enfield (Pilot 00-01), Hamden, Hartford Public, Hebron-RHAM, Litchfield-Wamogo, Manchester (Mod.00-01,block 01-02), Meriden-Maloney, New Canaan, Newington, Newtown, Somers, Storrs-Smith, Torrington (4x4 in 00-01), Trumbull, West Hartford-Conard, West Haven-Notre Dame (Trimester), Westport-Staples, Windsor, Winsted- Northwestern

Rotations or Some Longer Periods: Clinton-Morgan, Monroe-Masuk, Lyme-Old Lyme, Redding-Joel Barlow, Stamford-Trinity

• Studied Block or Alternative Schedules But Did Not Implement:

Cheshire, Derby, East Granby, Ellington, Fairfield, Killingly, New Milford, North Branford (had two 75 min. periods per week), Simsbury, Terryville, Thompson-Tourtelotte, West Hartford-Hall, Woodbury-Nonnewaug (had 3 years in block / returned to 8 periods/day)

REACHING BOARD MEMBERS

"If you can interest school board members and the superintendent, they will become powerful advocates in what you are doing," says Barbara Wheeler, past president of the National School Boards Association. "There are a lot of issues that come before school boards that get lost because they weren't packaged correctly."

"Our job is student achievement," she says. "We need data to make decisions. If the data show student achievement, we will buy into your message."

Wheeler recommends the following techniques when dealing with board members:

- * Remember that the power center on the board is not always the president. It may be the least obvious member, and finding that individual is critical to getting the attention of the school board.
- * Know the "hot buttons" of board members, including community partnerships and students. Whenever kids speak at board meetings, board members pay attention.
- * Get school board members into schools. Possible activities include involving them in awards presentations, having them talk with teachers during a brown bag lunch or breakfast, speaking to a class, or having them available to parents during a PTA meeting or when parents are in the school.
- * Provide your school's web site address to school board members. Many are becoming web savvy.
- * Involve parents and the PTA in delivering your message. Board members listen to these people because they are voters.

(The above information was presented in a speech given by Ms. Wheeler at the annual National Middle Schools Association (NMSA) conference.)

middle school news

Dual Discipline System A Concern for Middle Level Administrators

By: Earle G. Bidwell, Asst. Executive Director

In preparation for the 2000 legislative session in Hartford, the CAS Legislation Committee surveyed member schools to determine issues of concern. From a list of sixteen items, middle level principals rated "modify the 'dual discipline' system between special education and mainstream students" as their number one concern.

Although school violence has been declining since 1992 (Schools in the Middle), a full 25% of school populations report being victims of some type of school-based aggression. Furthermore, numerous surveys and studies have pointed out that students need to feel emotionally and physically safe before they can attain any degree of academic success.

These facts and concerns have resulted in many school districts adopting "zero tolerance" policies regarding violent and aggressive behavior. However, applying these policies to special education students presents extraordinary problems for administrators and school districts. For example, an expulsion for a serious or dangerous behavior by a mainstream student may be difficult or impossible to impose if committed by a special education student.

"Stay-put" provisions of the law require that special education students remain in their current placement until it can be determined whether or not the act was a result of the student's disability. That decision is made through a "manifestation determination." While these hearings may conclude that the student's actions were not a result of his disability and he should be treated like any other student, they are [at best] cumbersome, time consuming and rely on cooperation of parents of the alleged transgressor.

If it is determined that the violent behavior is related to the disability, the student is treated differently than his mainstreamed peers. In those instances,

the law says that parents and local education agencies must agree on any change in placement (an expulsion is viewed as a change in placement). Where else in the legal system does the person responsible for a crime (or his agent) have to agree with the prosecutor and the judge before a punishment or consequence can be administered?

While it is incumbent on school administrators to provide appropriate instruction in the least restrictive environment, it is also essential that the same administrators have the ability to provide a safe and secure environment for all of the students in their schools.

While schools were given some relief by a 1998 change in the statutes which allowed them to remove potentially dangerous students from the school setting for up to 45 days, the changes did not go nearly far enough. The burden still clearly rests with the schools. It is not enough that the individual may have already caused injury to another; the school must now prove that the child in her or his current placement is likely to cause injury to himself or others again.

While protecting the rights of the individual is historically part of the "American way," school

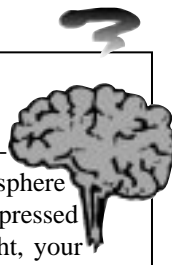
administrators must be given the tools to ensure a safe supportive school environment, and to hold ALL students accountable for their actions.

... school administrators must be given the tools to provide a safe supportive school environment, and.. hold ALL students accountable for their actions.

Use Your Brain to Cut Stress

Relieve stress by understanding which brain hemisphere is stressed. If you feel depressed or emotionally overwrought, your stress is in the right hemisphere — the creative, emotional holistic side. What to do: Switch to your matter-of-fact left hemisphere by doing math, writing factual prose or organizing. The emotional right brain will calm down. If you feel time-stressed and overburdened, the left hemisphere is involved. Switch to your right brain by singing or playing a sport.

(Reprinted from Communication Briefings, Vol. XVIII, No. 1)



Newsletter Notes

History Being Preserved by CNHMS Students

Students at Captain Nathan Middle School in Coventry will be focusing on writing biographies of two special groups of people: senior citizens and Veterans of Foreign Wars. Their goal is to contact every Coventry veteran and as many seniors as possible and write about them. Ultimately the students would also like to honor the veterans with a commemorative quilt in which each panel would be dedicated to one veteran.

(From: CNHMS PTO News)

High School Choices

How times have changed! It wasn't too many years ago that middle school students had two or perhaps three choices regarding their high school education. A look at the Jared Elliot Middle School Newsletter paints a significantly different picture. Clinton middle schoolers have no less than eight high school choices. The primary choice is of course The Morgan School, Clinton's public high school. However, in addition, they can choose from a vocational technical high school, two parochial high schools and four magnet schools.

A 1999 American Tort Reform Association survey of 523 of the nation's K-12 principals revealed that an amazing 20% of them reported spending 5 to 10 hours a week in meetings or documenting events in efforts to avoid litigation. Of the 84 middle school principals surveyed...

- ✘ 13 reported eliminating all physical contact between teachers and students;
- ✘ 1 reported terminating recess;
- ✘ 5 reported they had eliminated cheer-leading; and,
- ✘ 4 had eliminated football.

...more middle school news

Three Organizations Support Middle Level Public Relations

By: Earle G. Bidwell,
Asst. Executive Director

While the middle level philosophy has been around for a few decades and the evidence is overwhelming regarding its success in educating early adolescents, it is still one of the best-kept secrets in educational circles.

Time and again we hear learned educators refer to the junior high school, instead of the middle school; and we find education departments in state government and universities divided into elementary and secondary units rather than elementary, middle and high school units. Despite the research, the wealth of literature and the efforts of respected educators, the middle level suffers from a lack of recognition. The National Middle School Association has established "Public Relations" as a primary goal for the 1999-2000 school year and has challenged each state and regional and affiliate to create and execute a public relations plan.

To this end, CAS has joined with the New England League of Middle Schools (NELMS) to develop and carry out a regional public relations campaign. Under the leadership of Robert Spear, NELMS Executive Director and P.R. Coordinator Dana Tucker, the Northeast will be concentrating its efforts on informing school boards and superintendents in our region that:

- effective middle level education dramatically improves school climate and helps create safe environments;
- academic success improves when schools are organized using best middle level practices;
- best practices in Middle Level Education and Standards-based education are compatible and effective in increasing student learning as measured and

reported by various test results;
· employing the middle level best practices may require an "initial" investment resulting in increased costs.

Among the activities supported by NELMS and CAS are:

- visits to leaders of state superintendent's associations
- distribution of strategic documents such as "This We Believe"
- invitations to superintendents to attend state and regional middle level conferences
- recognition programs for superintendents and school districts that support middle level education.

The Connecticut Association of Schools, The New England League of Middle Schools and the National Middle School Association invite all middle level educators to join in this effort. Share the good news with your central office administration, school boards and various publics. If you would like some statistical support or empirical evidence, log on to one of our web sites. There is a wealth of information available. Contact us at www.casciac.org, www.nelms.org or www.nmsa.org.

CAS has joined forces with the New England League of Middle Schools (NELMS) to develop and carry out a regional public relations campaign

"Americans are strongly focused on and concerned about the issues of education and public schools."

To learn more about this education poll conducted among American voters, log on to:
<http://www.publiceducation.org>

Add CAS to Your Mailing List

Many Connecticut middle schools publish newsletters and other publications for parents and students. They are often full of ideas and programs that would be of interest to colleagues in other schools. Please add us to your mailing list both to keep us informed and so that some of your ideas and activities may be printed in the CAS Bulletin.

Send to:
Mr. Earle G. Bidwell
Assistant Executive Director, CAS
30 Realty Drive
Cheshire, CT 06410

ETS/Ad Council launch campaign to stop cheating at the middle level

Janis Jacobs, a specialist in children's social development and associate professor at Pennsylvania State University, says most research shows that students begin to cheat during the middle school years, or between ages 11 to 13, since that is when grades begin to be heavily emphasized. Younger kids overwhelmingly agree that cheating is never OK; in fact, when citing reasons not to cheat, these kids mention the importance of honesty and being good almost as much as the fear of being caught.

A 1998 survey conducted by the Josephson Institute of Ethics found that 70% of high school students and 54 percent of middle school students nationwide said they had cheated on an exam in the last 12 months. "The evidence is fairly clear that cheating begins in the middle school fairly seriously and escalates in the higher grades ... because that's when the stakes are highest," says JIE's Michael Josephson.

And campus judicial officials and professors say cheating habits honed in secondary schools are hard to turn around. "Messages about cheating are simply not starting soon enough," says Deb Luckadoo, associate director of North Carolina State University's Office of Student Conduct.

ETS and the Ad Council intend to change this through their campaign to raise awareness of and discourage academic cheating. By directing a series of national public service announcements primarily to students ages 9 to 13, they hope to help squelch bad habits before they form. The goal is to effectively show youths that adopting cheating as a way of life has both moral and practical consequences, hence the campaign slogan: "Cheating is a personal foul." Focusing on intrinsic rewards, the overarching theme for kids is, "We want to be the best we can be: cool, fair, and honest -- kids who can be trusted."

For additional information about the campaign or to download campaign materials, visit <http://www.nocheating.org/adCouncil/campmat/index.html>.

elementary school news

**The CT Association of Schools
and
The CT Center for School Change Present...**

**April 5, 2000
4:00-6:00 p.m.
Dominick F. Burns
Elem. School,
Hartford**



EARLY LITERACY WORKSHOP

This workshop will examine the new State Department of Education Learning Disability Guidelines for identifying students who may be eligible for special education services. Participants will have the opportunity to review new SDE forms and to discuss the data collection requirements which precede the special education referral process.
For additional information, please contact Bob Carroll at 203-250-1111.

● On That Note...

One year when I was teaching second grade, a new child entered our class mid-year. His name was Daniel, and he brought a special light to our class.

Daniel came over to me one afternoon at the end of the school day. He said, "Ms. Johnson, I have a note for you from my old teacher. It's not on paper though, it's in my head." Daniel leaned over and said, "She wanted me to tell you how lucky you are to have me in your class!"

By Krista Lyn Johnson
from *A 4th Course of Chicken Soup for the Soul*

Subject: Arts Recognition Festival

Date: Thu, 10 Feb 2000 18:43:07 EST

From: KTTTCOV@aol.com

To: msavage@casciac.org

Dear Mr. Savage:

I just wanted to commend your organization for recognizing the talents and dedication that our children find so important in the arts. I was just informed that my 10 year old daughter was chosen as a recipient, and our family couldn't be more proud of her. She is a very dedicated voice student and has found true enjoyment in exploring the world of music. While it is reward enough for us just to listen to her beautiful voice, it means the world to her that she is being recognized for her talent and dedication! I don't know if you realize what it means to a child when an organization such as yours takes the time to recognize them as being special. Upon finding out that she was nominated to be a recipient, my daughter broke down in tears of joy. Thank you for offering such a wonderful opportunity for recognition and for laying the foundation upon which a child can learn that hard work is recognized and appreciated. It is events such as this one, that will most surely always remain in a child's mind as a moment of pride, and hopefully will be a moment from which to build self-confidence, a growing appreciation for the arts and a facilitator for recognition of what a gift each of them has within themselves.

Thank you again for making our children feel special and appreciated. It is a wonderful thing that you are doing ... the kind of "thing" that a child's best memories are made of!

Sincerely,

Kathy Taylor
Coventry, CT

RECRUIT AND RETAIN MORE SCHOOL VOLUNTEERS

Trying to boost your volunteer base? To get and keep parents and other community members in your school building, try these tips from the National School Boards Association:

- * Train school staff and current volunteers how to explain to family and friends what they do in their schools.
- * Advertise for volunteers at your school events, and publicize the need in your school newsletter and letters home.
- * Design a volunteer information packet. This doesn't need to be anything fancy or expensive. Just include the basics of what opportunities are available, what the responsibilities and schedule would be, and who to contact for more information or to sign up.
- * Hold a brief meeting or open house where those interested in volunteering their time and energy can meet with staff and learn more.
- * Keep a list of current and past volunteers who can serve as mentors to new recruits. Past volunteers may also be willing to help out when you need temporary help.
- * Praise and reward volunteers regularly. This will help morale and may serve as an incentive for others to join the volunteer force.
- * Hold a thank you event for building or district volunteers at the end of the school year. Present each person with a certificate or possibly a small token gift to show your appreciation. Ask them to share their positive experiences with friends and neighbors.

-- Source: *Dateline NAESP* / Reprinted from *IPA Newsletter*, Nov. 99

ciac news

NCAA TO ACCEPT MORE NONTRADITIONAL CORE HIGH SCHOOL COURSES

From an article by Kathleen Kennedy Manzo, Education Week, February 9, 2000

Acknowledging that some of its requirements for gauging the academic eligibility of prospective college athletes do not reflect curriculum and instructional trends in U.S. high schools, the NCAA has agreed to expand its view of which courses meet the standards for participation in college sports.

The changes approved by the National Collegiate Athletic Association last month come after a four-year battle by the organization's critics, including school counselors and parents who became frustrated by what they claimed were unfair and arbitrary standards. Those standards, they said, represented an inappropriate intrusion by the NCAA into curriculum and policy matters. Moreover, they said, the process excluded hundreds of students who were both academically and athletically qualified to compete.

The regulations were instituted in 1996 to help ensure that high school students were ready for the academic regimen of college and not just there for their athletic prowess. Since then, classes that are interdisciplinary, do not carry traditional course titles, such as English 1, or that are part of independent-study and accelerated programs, distance education, or home schooling have generally not been approved, regardless of their rigor.

The NCAA revised the course requirements in 1997 amid complaints that they thwarted school improvement efforts. But critics complained that the new plan was also fraught with problems.

Although 91,000 eligibility applications were approved for this school year, dozens of top students—including a National Merit semifinalist and a student who obtained a perfect score on the ACT college-entrance exam—and many more with average academic performance were prohibited from participating in sports in their freshman year in college.

Under the new guidelines—which will take effect for students entering college next fall—credits from nontraditional classes that are considered college-preparatory will generally be accepted. The NCAA also rescinded its rule that 75 percent of a particular course be devoted to traditional academic content for the subject area.

The fact remains that in all successful interscholastic athletic programs, values learned are more important than victories achieved.

CIAC WEBSITE OFFERS NEW FEATURES

The CIAC continues to improve and expand its website and is working toward using the site to replace traditional paper communication in most areas of operation. The Central Office is in the process of developing a system which will allow members to file ALL tournament forms on-line and expects to have this system up and running in time for the spring tournaments. Meanwhile, take advantage of the new features that the site now offers!

Game Schedules & Disqualification Reports May Be Entered Through the Website

Member schools who wish to submit their game schedules online instead of faxing or mailing the schedule forms in their tournament packets may now do so. To enter a schedule use the "Submit Schedule" option in the CIAC pull-down menu at the top of any page in the website.

Disqualification reports may also be submitted online by going here or using the "Submit Disqualification Report" option in the CIAC pull-down menu.

Website Calendar Features Enhanced; Users Can Search for Events of Interest

The calendar feature of the CAS-CIAC website has been enhanced, making it more useful for users. Upon first visiting the calendar page you will be presented with a list of the current day's key events (if any), along with a search interface allowing you to look for events falling into a specific date range and/or involving a particular sport, board or committee.

To use the online CAS-CIAC Calendar, click here or use the "Calendar" link at the top of any page in the site.

Website Now Offers Searchable Database of CIAC Championship Info

A searchable database of CIAC championship results has been added to the website. Users can now use the website to find past champions and results of championship games in many of the CIAC sports. Information is already in the database for baseball, boys' and girls' basketball, boys' and girls' cross country, field hockey, football, volleyball, golf, ice hockey, lacrosse and softball. The remainder of the sports in which the CIAC sponsors championships will be added shortly.



NFHS to host National Student Leadership Conference

KANSAS CITY, MO (October 26, 1999) — The National Federation of State High School Associations (NFHS) will host its first-ever National Student Leadership Conference July 13-15, 2001, at the Indiana Convention Center and RCA Dome in Indianapolis, Indiana.

It is anticipated that 2,001 high school sophomores and juniors who participate in interscholastic athletics and activity programs in the United States, Canada and the U.S. Virgin Islands will be involved in this three-day conference to further cultivate their leadership abilities as high school students. The theme of the conference will be "2001: Leading Together."

While several organizations hold national conferences for high school students, this will be the first time that students involved in athletics and activity programs have come together for a national conference. It also will mark the first time that the NFHS, which holds four annual meetings for state association administrators, athletics directors, coaches and officials, has sponsored a national conference for high school students.

"This is a whole new area for the NFHS and its membership across the country, but we believe this will become one of the more worthwhile programs in which we are involved," said Robert F. Kanaby, NFHS executive director. "We believe that developing leaders among high school students is one of the keys to the continued success of high school athletics and activities in the 21st century. That success is measured in terms of creating good citizens for America."

ciac news

■ All 50 states would be prohibited from legalizing gambling on high school athletics under a bipartisan bill introduced in the Senate last week. The measure, sponsored by Sens. Sam Brownback, R-Kan., and Patrick Leahy, D-Vt., also would outlaw all gambling on collegiate and Olympic sports. A 1992 law prohibited gambling on high school and collegiate sports in 46 states, but exempted four states—Delaware, Montana, Nevada, and Oregon—that already allowed, or were considering measures to allow, such betting. The new legislation would revoke those exemptions. Though there is no evidence that betting on high school games is commonplace or even occurring at all, the National Collegiate Athletic Association and other education groups — including the National Federation of State High School Associations — lobbying for the bill want to make the point that such gambling is not allowed.

■ A Florida high school student who attended a private school which offered some but not all interscholastic athletic programs sued the Florida High School Athletic Association when he was denied the opportunity to participate in sports at his local public school. The plaintiff argued that a Florida statute which mandates that home-schooled students be allowed to participate in interscholastic extra-curricular activities applied to nonpublic students as well. The court ruled that the legislative intent of the statute was to extend athletic opportunities specifically to home-schooled students and did not allow nonpublic students to bypass the interscholastic extracurricular activities of their own school to participate on the teams of public schools.

Sports Committee Notices...

■ Baseball:

Divisions:

LL -- 391 and over

L -- 289 to 390

M -- 196 to 288

S -- Up to 195

- * Schedule form due -
Monday, April 3, 2000
- * Change of division form due -
Monday, April 3, 2000
- * Site availability form due -
Friday, May 19, 2000
- * Entry form due -
Friday, May 19, 2000
- * Final day to count games for
tournament - Thurs., May 25
- * Conditioning practice -
Monday, March 13, 2000
- * Regular season practice -
Monday, March 20, 2000
- * First contest date -
Thursday, April 6, 2000
- * Playing Dates:
Sat., May 27 - Qualifying round
June 1-3 - First, second and
quarter-final rounds
June 6-10 - Semi-final and final
games

■ Softball

The Committee adopted the "courtesy runner rule". This rule allows a courtesy runner to run for the pitcher or catcher at any time once the pitcher/catcher safely reaches base.

Highlights: CIAC Board Meeting / February 17, 2000

- Ineligible player violation: A member school was fined \$100.00 for use of an ineligible player in a girl's basketball game. The game was forfeited upon discovery of the violation. The violation, according to the principal, resulted from a miscommunication between the guidance department and the athletic department regarding her scholastic eligibility.
- Ineligible player violation: A member school was fined \$100.00 for use of an ineligible player. The principal reported that a hockey player participated in a practice with a non-school team and then played in a CIAC contest. (The participation was without the authorization of school or team personnel.) The game was forfeited; the player was removed from the team.
- Ineligible player violation: A member school was fined \$100.00 for using an academically ineligible player in a 1999 Thanksgiving day football game. The game was forfeited.
- Ineligible player violation: A member school principal reported that a student who was ineligible under the CIAC Transfer rule participated in several wrestling matches. Since the number of contests were not documented by the school, the board moved to assess the school a fine of up to \$500.00, depending upon the number of contests in violation. The team was instructed to forfeit all contests in which the ineligible player participated.

continued on next page

WHY THEY DO WHAT THEY DO

Referee Magazine surveyed more than 1,100 officials to find out what led them to officiate. The results:

Love of sports.....	66%
Interaction with youth.....	12%
The challenge.....	10%
Other.....	5%
Money.....	4%
To keep in shape.....	3%

According to the National Federation annual sports participation survey, participation in competitive cheerleading registered the largest gain in girls' athletic programs in the 1998-99 school year. A total of 74,462 girls nationwide participated in competitive cheerleading squads, with 15,725 more participants than in the previous year. At the same time, non-competitive cheerleading dropped from 4,070 participants in 1997-98 to 2,407 participants in 1998-99.

The CIAC is grateful to the City of New Britain for its continued support and cooperation in hosting the girls' soccer tournaments each year. Veteran's Memorial Stadium in New Britain is now home to Connecticut's own professional soccer team -- the Connecticut Wolves. We hope that CIAC soccer enthusiasts will support the Wolves in their upcoming season.

Men's Soccer Doubleheader
Saturday, April 22, 2000

Southern CT
vs.
Western Mass Pioneers

12:00 noon

UConn Huskies
vs.
Connecticut Wolves

2:00 p.m.

Veteran's Memorial Stadium, New Britain
Tickets: \$8 for adults / \$4 for kids
(covers both games)
For more information or to purchase
tickets, call (860)223-KICK.

Highlights, continued

- Ineligible player violation: The board accepted the forfeiture of a member school for use of an academically ineligible player in a single wrestling contest. Because the player was ineligible according to the school's own academic standard and NOT in violation of the CIAC's academic requirement, the board did not fine the school.
- Boys basketball violation: A member school was fined \$3,000.00 and its boys basketball program was placed on prohibition for the 1999-2000 season and on probation for a period of two years hence (2000-2001 and 2001-2002) for a series of "Out of Season " violations made by the boys basketball coach and team.
- The board voted (2 dissensions/1 abstention) to accept the report of the investigating officer assigned by the CIAC Board to investigate the charge of a recruitment violation brought by one member school against another. As part of the resolution of the matter, both member school principals agreed to require all members of their respective athletic departments to attend training sessions on CIAC rules and regulations, with special emphasis placed on Article X (Recruitment) of the CIAC Bylaws.
- The board reviewed the results of a survey conducted by the CIAC to determine the number of schools with boys varsity volleyball programs. The board tabled its decision on whether or not to officially sanction the sport of boys volleyball pending further information.
- The board regrettably accepted the resignation of long-time CIAC board member Scott Brown, principal of Lyme-Old Lyme High School, who officially retired in January, 2000. The Board voted to replace Scott with Mary Conway, principal of Windsor Locks High School.
- Despite its opposition to the 10-run mercy rule, the board voted to maintain full compliance with National Federation game rules. The decision was based in part on an admonition from the baseball officials that they would consider a change in the "10 run rule" to be a breach of contract. The board voted to continue its efforts to petition the National Federation for relief from the regulation.
- The board reviewed but took no action on a proposed change to eligibility regulation IIC-16, which deals with alternative schools (Magnet, Charter, ETC.). The board will revisit the issue at its March meeting.
- The board voted not to allow the Boys Soccer Committee to schedule tournament contests on Sundays. The committee made the request because of the increasing difficulty of finding high quality tournament sites.

TALK TO THEM ABOUT LITTLETON

Three days after the tragedy at Columbine High School in Littleton, Colorado, a retired athletic administrator whom I respect greatly and listen to intently, called me to say this:

"You have an opportunity to speak to student-athletes in this state and across the country. Talk to them about Littleton."

This administrator wanted me to convey to athletes that they were not a part of the many and complex causes of the Columbine carnage, but they play a small part of the solution to help assure such craziness doesn't occur closer to home.

The administrator was referencing some of the media reports that suggested the youthful killers took offense to the "jocks." Valid or not, these suggestions provide another wake-up call for those who claim that school sponsored sports are healthy for the participants, school and community.

As a result, part of my conversations with student-athletes this year and the heart of my message to team captains in 1999-00 will be this:

- ☐ Break down the walls, real or perceived, between the athletes of your schools and other students. Avoid cliques limited to team members or event athletes in general.
- ☐ When you walk the school halls and shopping malls, greet fellow students warmly, regardless of their involvement in school sports and other activities. Let them know that you know they exist.
- ☐ Become more sensitive to the needs of others, especially those who are different than you. Appreciate that while you may be more gifted in some things, other students are more gifted in other things. Show a genuine interest in those things.
- ☐ Understand that you are not the center of the universe. Accept that it is your role to serve others, and not the other way around.
- ☐ Don't condescend, but concentrate on the rich worth of other people. Seek them out. Involve them. Enter into their worlds and invite them into yours until such time as it is difficult to recognize different worlds in your school and community.

I believe this goal for the interscholastic athletic program, embraced by every administrator, participant and parent, would help us: That every participant be involved in academic and nonacademic matters, athletic and nonathletic activities, be a star in one thing and a substitute in another, be on stage and backstage, in solo and ensemble, experiencing both winning and losing.

A student involved in such an experience as this could not help but provide glue and grace to a student body.

No student-athlete anywhere is remotely responsible for the massacre in Littleton, Colorado. But student-athletes everywhere have an opportunity to be a small part of an environment that assures such a tragedy is not repeated where they live, study and play. Talk to them.

*By Jack Roberts, Executive Director, Michigan High School Athletic Assoc.,
Reprinted from the MHSAA Bulletin, August 1999*

INVESTORS IN CT YOUTH

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ciac news

THE REAL LESSONS OF WOMEN'S SPORTS

By Dr. Christine Grant, Director of Women's Athletics, University of Iowa

The excitement of the USA Women's Soccer Team World Cup victory is still at high tide, and well it should be. These women achieved a remarkable goal, inspired a nation, and proved once and for all -- if there was still any question -- that women do belong in sports.

Those of us in women's athletics have been fighting long and hard for what the women's soccer team accomplished. We've wanted the fan attendance, the media attention, the corporate support; we hold all this up and say. "See, we were right about Title IX. We were right to say women could succeed in the athletic world." The women's soccer team receives the World Cup medals around their necks and we all sigh a collective, "We told you so."

But to me, the most impressive aspect of the USA women's team was not their performance on the field, which indeed was superb, but rather it was the way in which they reached out to their fans, especially their young fans.

This team, from the beginning, was determined to leave a legacy so that young girls would know that they, too, could grow up to be strong, accomplished athletes; that they could know the fulfillment of contributing to a team's success; that they could have what young boys have had, the right to join friends and play for the joy of playing.

The poise and exuberance of the women's soccer team should remind us not to lose sight of our most important goal: in promoting women's athletics, we are not so much in the business of creating champions, but in enriching the lives of women. We can take pride in the fact that we have done that.

Anyone involved in athletics knows that

not everyone will get to play in the game or even make the team. But one of the most important messages in women's sports is that there is value in participating. There are rewards in teamwork, and there is honor in trying your best.

The greatest legacy of Title IX is not that we have created women champions, but that we have created women participants, women teammates. A whole generation of women now know that they don't have to tear each other down to get ahead and that they will get farther ahead by working together and supporting each other. A whole generation of women now know that there is value in even the smallest contribution. They may not be the leader, or the star, but they have a skill to contribute that will make a difference to the common goal.

Women also now know that being physically fit does not mean starving yourself or taking diet supplements. It means eating healthfully and exercising regularly. The image of the women's soccer team and the WNBA players is a good image for women and girls to see, and one not represented in fashion or traditional media. These women are strong, not frail; healthy, not anorexic; self-reliant, not subservient.

And perhaps most of all, a whole generation of women now has a collective memory of joy in physical endurance; the memory of being called off the bench to participate in your first basketball game; the comfort of the smell of chlorine that lingers throughout the day after morning swim practice; the memory of cheering for that little girl in right field who finally caught the ball and got your team out of the inning; the crack of the bat in summer; the sound of the starter's pistol at

track practice; the pain in your lungs after wind sprints -- these memories and these experiences now belong to all of us.

With successes like the World Cup Soccer team and the WNBA, we are now entering a new era of women's sports where women athletes will compete for the spotlight with male athletes. And while that is all good, and the benefits will reach our sons as well as our daughters, it is important not to forget the other goals we have sought in this long journey.

Women belong in sports -- not because it will make them rich, famous or even a champion -- but because it will give them life-long skills; physical skills; goal-setting skills; team-work skills; the skills that will set the building blocks for a successful and balanced life.

Perhaps most importantly, women belong in sports because you can never underestimate the joy of playing the game, celebrating a shared victory, and joining your team afterward for ice cream. Those of us who have done it will never forget those moments, and those are the memories we all need.

"As we continue to grow, we have to show that we deserve our rightful place in sports. We have to show people that girls are just as interested as boys in sports and that they deserve just as many benefits. We have to show that our coaches deserve not only equal opportunity, but equal compensation. We have to show that our female athletes deserve the same care, attention and respect from their leagues and governing bodies as their male counterparts."

Nancy Lieberman-Cline
President, Women's Sports Foundation